



## Dover Elementary

1411 Bedford Avenue  
North, SC 29112

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	319 Students	
<b>Principal</b>	Cynthia Exum Strozier	803-247-2184
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Good
2006	Below Average	Good
2005	Below Average	Below Average
2004	Below Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

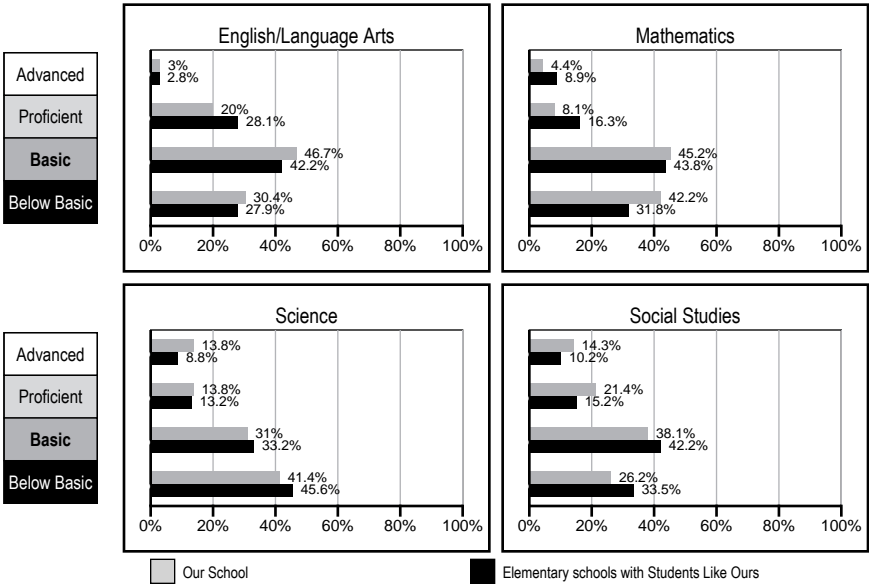
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	64	17

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=319)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.1%	100.0%	100.0%
Retention rate	5.5%	Down from 7.8%	2.9%	2.3%
Attendance rate	95.8%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	2.6%	Down from 3.3%	5.2%	10.4%
With disabilities other than speech	10.6%	Up from 8.5%	8.0%	7.5%
Older than usual for grade	3.2%	Up from 2.0%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	65.2%	Up from 50.0%	53.9%	56.7%
Continuing contract teachers	87.0%	Up from 73.1%	71.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.7%	No Change	84.0%	86.4%
Teacher attendance rate	94.8%	Up from 94.4%	94.9%	94.9%
Average teacher salary	\$44,536	Up 4.7%	\$44,096	\$45,345
Professional development days/teacher	8.0 days	Down from 14.6 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	16.8 to 1	18.5 to 1
Prime instructional time	88.2%	Up from 87.5%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 70.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,230	Up 8.6%	\$7,831	\$7,052
Percent of expenditures for instruction*	63.6%	Down from 65.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	44.7%	Down from 62.2%	62.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Dover's students, faculty, staff, and parents work together to accomplish the school's mission: to ensure students achieve the highest state and national standards in a positive, harmonious atmosphere through collaborative efforts of staff, parents, and the community. The new "First Tuesday" night programs kept parents abreast of school programs and gave families opportunities to come together socially at the school.

Academic excellence was strengthened this year in a variety of ways. The new grant-supported Science Coach brought daily support to help "students effectively observe, measure, and compare components of the world in which they live, and communicate that through language and graphic representations." Supporting math achievement, fifth grade students had the option of participating in band three times per week through the generous donation of a community supporter and volunteerism of the NMHS band director. Four Frames Math and Calendar Math supported curriculum spiraling in math. Computer Assisted Instruction (CAI) was a regular support, too. Individualized reading tutorials were furnished through CAI with "My Reading Coach" (MRC), Headsprout, and Academy of Reading before, during, and after school. Afterschool programs also included grade-level specific math tutorials and reading assistance. "CHANGE" in Save The Children (STC) focused on "healthy bodies – healthy minds."

Dover's STC program, which began in 06-07, serves students with an onsite literacy coordinator and four full-time volunteer grandparents from the local community who read with our students daily. Reading skills were also addressed before school with reading time before homeroom and with MRC. Motivational reading medals and new classroom libraries (100 Book Challenge—American Reading Company) also supported student reading improvement. The two year media center acquisitions exceeding \$25K from STC added to the excitement of reading at Dover.

Students with strong characters and self-discipline maximize learning opportunities. Positive recognitions of student character which began in 05-06 were expanded this year with the SDE initiative of Positive Behavior Intervention Supports (PBIS). Many Dover faculty trained during the summer of 2007 and brought 07-08's school year a newly organized focus on positive behavior recognition with the "Dover Bucks" and school store for students to purchase incentives. The quality of this new program earned Dover's recognition this year at the state level as a model PBIS school for other aspiring schools' teams to visit. Other in-house programs supporting good behavior choices were supported by the MAPPS counselor, guidance counselor, and the Behavior Management Coach. Discipline referrals were down by nearly 18%, with further improvement expected in year two (08-09).

Dover Elementary was recognized in 2007-2008 as both a second consecutive year Palmetto Silver Award Winning School and also for meeting the Adequate Yearly Progress (AYP) standards of the "No Child Left Behind" Act. Teachers, students, and parents are excited about the move toward excellence at Dover Elementary School!

Cynthia Exum Strozier, Principal  
Wendell Addison, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	51	32
Percent satisfied with learning environment	60.7%	70.0%	77.4%
Percent satisfied with social and physical environment	64.3%	72.0%	81.3%
Percent satisfied with school-home relations	64.3%	72.5%	78.1%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A—Not Applicable    N/AV—Not Available    N/C—Not Collected    N/R—Not Reported    I/S—Insufficient Sample

School Adequate Yearly Progress

NO

This school met 12 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	147	100	30.4	46.7	20	3	39.3	35	48.2	No	Yes
<b>Gender</b>											
Male	68	100	46.2	40	12.3	1.5	26.2	29.1	41.7	N/A	N/A
Female	79	100	15.7	52.9	27.1	4.3	51.4	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	61	100	20.4	51.9	22.2	5.6	46.3	46	60	Yes	Yes
African American	85	100	36.3	43.8	18.8	1.3	35	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	41	100	65.8	28.9	5.3	0	7.9	12.9	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	100	33.9	47.3	17	1.8	34.8	30.7	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	147	100	42.2	45.2	8.1	4.4	21.5	29	45.8	No	Yes
<b>Gender</b>											
Male	68	100	43.1	43.1	7.7	6.2	23.1	27.4	45.6	N/A	N/A
Female	79	100	41.4	47.1	8.6	2.9	20	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	61	100	35.2	40.7	14.8	9.3	31.5	43.3	59	No	Yes
African American	85	100	47.5	47.5	3.8	1.3	15	27.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	41	100	65.8	31.6	0	2.6	5.3	13.1	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	123	100	44.6	47.3	7.1	0.9	16.1	25.4	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	96	100	41.4	31	13.8	13.8	27.6	22	35.7	95.8	96
Gender											
Male	45	100	46.5	20.9	18.6	14	32.6	23.5	37.4	95.9	95.8
Female	51	100	36.4	40.9	9.1	13.6	22.7	20.5	33.8	95.8	96.2
Racial/Ethnic Group											
White	41	100	25	38.9	16.7	19.4	36.1	36.6	49.2	95.2	94.6
African American	55	100	52.9	25.5	11.8	9.8	21.6	20.1	17	96.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	93.3	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	83.9	84.6
Disability Status											
Disabled	26	100	82.6	13	0	4.3	4.3	8.1	14	95.6	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	91.1	94
Socio-Economic Status											
Subsidized meals	80	100	43.1	31.9	13.9	11.1	25	18.7	21.1	95.7	95.8

Social Studies											
All Students	88	100	26.2	38.1	21.4	14.3	35.7	24.2	34	95.8	96
Gender											
Male	38	100	24.3	29.7	24.3	21.6	45.9	25.8	36.6	95.9	95.8
Female	50	100	27.7	44.7	19.1	8.5	27.7	22.4	31.3	95.8	96.2
Racial/Ethnic Group											
White	35	100	21.2	36.4	21.2	21.2	42.4	30.5	44.5	95.2	94.6
African American	52	100	28	40	22	10	32	23.5	19.1	96.4	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	93.3	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	83.9	84.6
Disability Status											
Disabled	22	100	59.1	31.8	0	9.1	9.1	9.8	14.4	95.6	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	91.1	94
Socio-Economic Status											
Subsidized meals	74	100	27.1	40	21.4	11.4	32.9	20.9	21	95.7	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	37	100	22.2	36.1	38.9	2.8	41.7
	4	62	100	35.7	41.1	23.2	0	23.2
	5	39	100	16.7	58.3	22.2	2.8	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	31.3	41.7	20.8	6.3	27.1
	4	37	100	19.4	50	27.8	2.8	30.6
	5	59	100	37.3	49	13.7	0	13.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	37	100	30.6	63.9	5.6	0	5.6
	4	62	100	42.9	41.1	10.7	5.4	16.1
	5	39	100	25	50	19.4	5.6	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	50	37.5	6.3	6.3	12.5
	4	37	100	30.6	55.6	11.1	2.8	13.9
	5	59	100	43.1	45.1	7.8	3.9	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	19	100	55.6	33.3	11.1	0	11.1
	4	62	100	44.6	33.9	16.1	5.4	21.4
	5	19	100	23.5	35.3	11.8	29.4	41.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	28	100	40	36	12	12	24
	4	37	100	33.3	30.6	19.4	16.7	36.1
	5	31	100	53.8	26.9	7.7	11.5	19.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	18	100	5.6	50	33.3	11.1	44.4
	4	62	100	30.4	58.9	7.1	3.6	10.7
	5	19	100	26.3	57.9	15.8	0	15.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	21.7	69.6	8.7	0	8.7
	4	37	100	22.2	27.8	30.6	19.4	50
	5	28	100	36	24	20	20	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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